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inadequate and unsatisfactory. To illustrate: it is shown in these experiments that older children are, speaking generally, deficient in observational ability as compared with infants. Professor Winch's effort to explain this is not entirely satisfactory. If he had told us how these older children looked and acted when they were going through the tests, we might see whether they made a serious attempt to make a good record in their reports and answers, or whether they treated the experiment in a superficial way. Did the younger children desire to make a high score, while the older ones thought it would be childish to make a good record? This is often the case in experiments of this kind, and it vitiates the results unless they are properly weighted and interpreted.

The book will be of particular interest to practical people who have not been students of child psychology. It is full of concrete details which will be suggestive to people who are actually in charge of young children. For psychologists it presents data which will be of service in the development of the psychology of perception in childhood and youth.

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The Portland Survey. By ELLWOOD P. CUBBERLEY, assisted by FLETCHER B. DRESSLAR, EDWARD C. ELLIOTT, J. H. FRANCIS, FRANK E. SPAULDING, LEWIS M. TERMAN, and WILLIAM R. TANNER. School Efficiency Series. New York: World Book Co., 1915. Pp. xv+441. \$1.50.

The first seven chapters of this book are written by the director of the survey, and deal with the legal organization and system of administration and supervision; the selection, tenure, and salary of teachers; the social and economic position of Portland; and the educational needs of such a city.

Nearly all of the material here presented points to the fact that the phenomenal growth of Portland in recent years has not been taken into account by the city or by the state in the provisions for education. Portland has become a city without realizing it. She still has the legal organization for school purposes of a small town or village. The educational needs of a city of the size of Portland put it in a different class from the remaining school districts of Oregon over which the same state laws operate, and there is demanded in her case a much greater degree of independence in the matter of the organization and control of the city school system.

The gist of the trouble found with the administration and supervision of the Portland schools may be summed up in the terms, uniformity and over-centralization. The board endeavors to exercise authority in matters of detail which should be left entirely to the superintendent or the principals, and leaves little room for the development or the expression of the qualities of leadership which should be most emphasized in these officers. The superintendent, who should be the real head of the educational system, is made little more than a clerk to the board. He should, Cubberley thinks, have the sole

right of recommendation to the board, if not the power of election jointly with the assistant superintendents and some of the principals. In this connection he condemns the new permanent tenure law for teachers in Oregon which will, he thinks, make them practically independent of the superintendent. This recommendation regarding the superintendent is in accord with more recent school surveys and writings on educational administration.

The practice found in Portland, in its stress on uniformity, discourages initiative on the part of superintendent, supervisors, principals, and teachers. The remedy, as Cubberley sees it, is to be found in pushing the authority and the responsibility down to the lower units of administration. The superintendent must be the responsible head of the system, in so far as the board is concerned, but he will secure the desired educational results by giving to his principals considerable authority in their particular schools, and these in turn must encourage rather than restrict variety and initiative on the part of the teachers. The absence of commercial and agricultural schools in Portland, a city so vitally interested in these lines of work, is pointed out as a glaring effect, or defect, of the present diligent pursuit of uniformity.

In his discussion of the present system of elementary and secondary instruction and his suggestions for a reorganization, Spaulding stresses the same points which Cubberley has brought out, and bases his criticisms of the present system on the work which he found going on in his visits to the schools. The excessive amount of uniformity, the dictation from above, even to the minute details of method of instruction and the amount of material to be covered, are condemned in no uncertain terms as deadening in effect upon both principal and teachers. The primary work is found to be far superior to both the work of the grades and that of the high schools, and the secret of this fact Spaulding believes to be the general absence here of examinations, which in the upper grades have become the controlling factor in instruction.

Spaulding's plan of reorganization would provide for four groups instead of the present two: kindergarten, elementary, intermediate, and high schools, with distinct aims and curricula for each. The system of classification which groups 385 twelve- to eighteen-year-old pupils with 291 pupils of seven to eight years of age, as the Portland system has done, is justly condemned. Mastery of material is a legitimate basis for classification, but by no means the only one. Any system of classification should take into account what a pupil needs as well as what he knows.

The recommendations of Superintendent Francis in his special consideration of the needs of Portland in the field of vocational work are strikingly like those appearing earlier in the report. He would have less formality and uniformity in the vocational work of the school and a closer connection between this work and the life interests of the pupil outside the school. While the child is making something, allow him to make something useful, something in which he is personally interested. The plan of reorganization outlined by Francis is the same as that advanced by Spaulding.

The building and sites problem; the building and equipment of the school plant; the system of health supervision; and the census, attendance, records, costs are discussed by Cubberley, Dresslar, Terman, and Elliott, respectively, and a number of suggestions are made. There is a great need for more school physicians and nurses, and more attention to the smaller but more common defects of school children. School reports should be more of a popularizing instrument of the school system. People are interested not only in each item of expenditure of their money used in the schools, but in the educational result secured.

The Portland Survey is published as "a textbook on school administration, based on a concrete study"; and one feels, the more one studies it, that it is a study of this impersonal type. While the investigation seems to have been a thorough one, considering the very limited time at the disposal of the surveyors, it is plain that the Portland system simply serves as an illustration for this enunciation of principles. While there is much adverse criticism of the Portland schools, and this side of the report is necessarily exaggerated in a short review, there are many points about the Portland schools to be commended. The social and economic condition, i.e., the large percentage of native-born population, the large proportion of men and small proportion of children, and the large per capita wealth, justify one in expecting an exceptionally good system of schools, and such a system the members of the survey staff are avowedly planning for Portland. It is granted to the present school officials that they are operating the school system in accordance with the aims that have been set up for them, with a considerable degree of success; but the aims are too narrow.

One of the most interesting features of the report is the recommendation for the establishment of intermediate or junior high schools. This is a means of conceding more to the pupil as an individual. Both Spaulding and Francis look upon such a scheme of reorganization as necessary, and with this, as with all of the other important recommendations included, the other members of the survey agree.

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Moral Education. By WILLIAM T. WHITNEY. Boston: Leroy Phillips, 1915. Pp. vi+108.

This book is a study of the home and school life of six hundred boys and six hundred girls from the fourth to the eighth grade of the elementary school over a period of five years. The object of the study was to determine the relation between religious training and deportment, and home training and deportment, and the effect of deportment upon scholarship. There was found to be a close correlation in each of these relations. As a supplement to this study, though not dealing with the same children, the author gives the results of a study of 500 elementary-school boys and 200 high-school boys